


PresenterMedia

## Today's Goals

1. To reframe the way we think about teaching writing
2. To write
3. To reconsider how we assess student writing



## Agenda

1. Revisiting the Research Supporting Six Traits + 1
2. Defining the Traits
3. Understanding the DSC Approach
4. Merging Six Traits + 1 with *Being a Writer*
5. Writing & Scoring Products
6. Grade-level Group Application
7. Library Supports



## Proven Practices

### Collaborative Writing

- Teacher modeling
- Teachers working with students
- Students working with students
- Students working independently

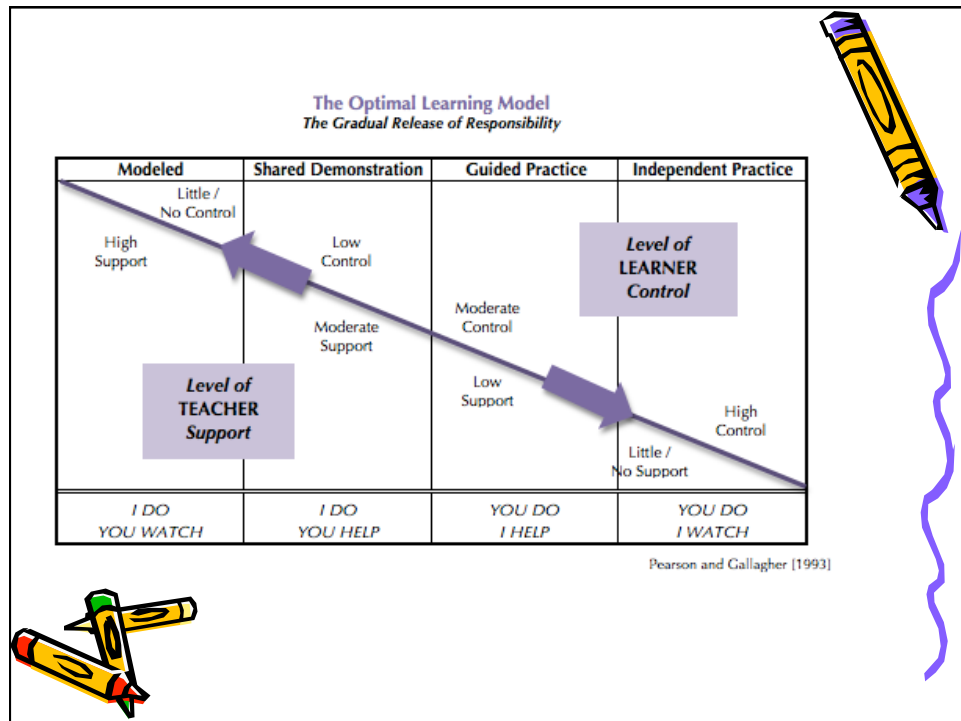
### Strategy instruction

### Instruction in the writing process



(Harris, Graham, & Mason, 2006; Stevens, Madden, Slavin, & Farnish, 1987; Sutherland & Topping, 1999)





## Revisiting the Research About Six Traits + 1

1974... Paul Diederich

- Study included 60 judges/300 papers
- Purpose to discover the qualities intelligent, educated people look for and emphasize when reading student writing

## The Outcome

### Important Qualities in Writing:

- Ideas...their richness, soundness, clarity, development, and relevance to the topic and the writer's purpose
- Usage
- Sentence Structure
- Punctuation and Spelling
- Organization and Analysis
- Wording /phrasing
- Style, individuality, originality, interest, sincerity



### Vicki Spandel

1983-1984 the Analytic Assessment  
Model Committee met in Beaverton,  
Oregon to analyze student writing  
They assembled a list of common traits

Northwest Regional Educational  
Laboratory [NWREL] ... Six Traits



## Presentation

Added to the 6 Traits in 1997 to:

1. Keep the conventions trait separate, and
2. Provide tools for focusing in on the "look" of the writing.



## Assessing with Six Traits + 1

"Assessment is not something that we tack onto learning; it is an essential ongoing component of instruction that guides the process of learning. Assessment is the horse that leads the cart of understanding."

-Rebecca Simmons (Culham 2003)



## IDEAS

**Ideas** make up the content of the piece of writing ... the heart of the message

**Key Question:** Does the writer stay focused and share original and fresh information or perspective on the topic?



## Tips for Success with IDEAS

Encourage students to...

1. Be observers. [Learn to see what others miss.]
3. Pick their own topics.
5. Narrow the Topic [Write small.]
6. Elaborate on the idea [Develop the idea.]
7. Discover the best information to convey the idea [Include details.]





## Organization

**Organization** is the internal structure of the piece, the thread of meaning, the logical pattern of the ideas

Key Question: Does the organizational structure enhance the ideas and make the piece easier to understand?



## Word Choice

**Word choice** is at its best when it includes the use of rich, colorful, precise language that moves and enlightens the reader.

Key Question: Do the words and phrases create vivid pictures and linger in your mind?





## Sentence Fluency

**Sentence Fluency** is the flow of the language, the sound of word patterns-the way the writing plays to the ear, not just the eye.

Key Question: Can you feel the words and phrases flow together as you read it aloud?



## Voice

**Voice** is the soul of the piece. It's what makes the writer's style singular, as his or her feelings and convictions come out through the words.

Key Question: Would you keep reading this piece if it was longer?







## Conventions

**Conventions** represent the piece's level of correctness-the extent to which the writer uses grammar and mechanics with precision.

Key Question: How much editing would have to be done to be ready to share with an outside source?



## Common Core Progressive Language Skills



- Contains grade-level expectations
- Initially omitted from Guidebook





## Presentation

**Presentation** zeroes in on the form and layout - how pleasing the piece is to the eye.

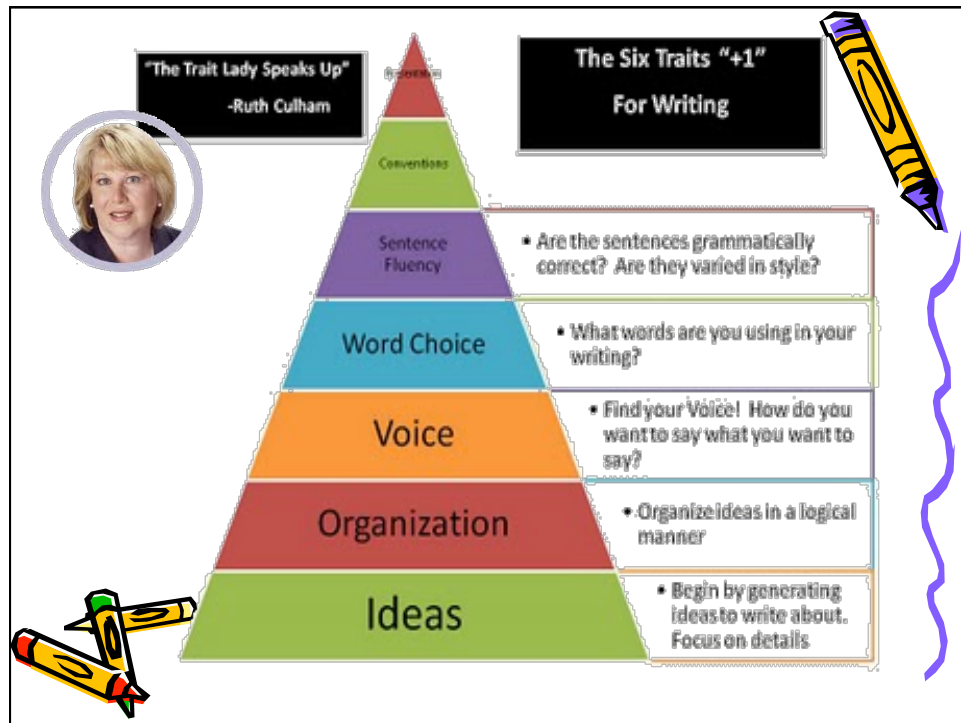
Key Question: Is the finished piece easy to read, polished in presentation, and pleasing to the eye?



## The Features of Presentation

1. Uniform spacing
2. Legible and consistent handwriting or appropriate use of fonts and sizes
3. Appealing use of white space
4. Where necessary, bullets, numbers, side headings and other markers that help readers access content
5. Effective integration of text and illustration, charts, graphs, maps, and tables (Culham 249).





## Advantages of Trait-Based Writing

- Captures the qualities of what good writing looks like and provides a common vocabulary for talking about writing
- Criteria is consistent from grade to grade; clear for students and teachers ... so progress and scores are never a surprise
- Criteria is easily shared with parents
- Criteria allows for students to become self-evaluators and more confident in their abilities as writers
- Teachers can focus on developing students as life-long writers

## Being A Writer

Goal 1: Developing the creativity and skills of a writer.

To provide inspiration and motivation and a clear scope and sequence to develop the intrinsic desire to write regularly with passion and intent, and to build a full understanding and appreciation of the craft and conventions of writing.



## DSC Research Base

Topic	Research Source
Social Interaction	National Council of Teachers of English
Collaborative Learning	Richard Allington
Teachers as Writers	Donald H. Graves
Classroom Practice	Nancy Atwell, Lucy Calkins, Ralph Fletcher, and Donald H. Graves
Genre Study	National Council of Teachers of English



# *Being A Writer*

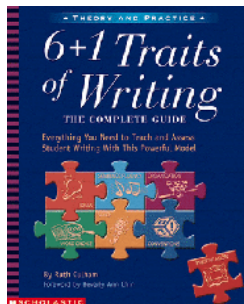
## Grades K-2

Students informally draft, revise, and publish their writing.

## Grades 3-6

Students repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing.

Grammar, usage, punctuation, and some spelling skills are taught after the drafting stage.



## The Task

Using Six Trait language and rubrics with *Being a Writer* materials



## The Scoring Conundrum

	Six Traits 6-Point Rubric	Six Traits 5-Point Rubric	<i>Being A Writer</i> Rubric
6	Exceptional		
5	Experienced	Experienced	
4	Capable	Capable	Almost all of the Writing
3	Developing	Developing	Most [ $>50\%$ ] of the Writing
2	Emerging	Emerging	Some [ $<50\%$ ] of the Writing
1	Experimenting	Experimenting	Almost None of the Writing



## "Franklin-izing" the Descriptors

	BAW Language	FPS Language
10	Almost all of the Writing	Exceptional
9	Most [ $>50\%$ ] of the Writing	Proficient
8	Some [ $<50\%$ ] of the Writing	Developing
7	Almost None of the Writing	Emerging



## Scoring Responses

**IDEAS: It's clear what this piece is about.**

10=Big Idea is clear and original; topic is narrow.

9=Big Idea is clear; topic is narrowed.

8=Big Idea is stated in the text.

7=Ideas are unclear; print sense is just beginning.

**CONVENTIONS: The writing incorporates taught skills.**

10=Capitals, punctuation, and spacing are consistently accurate.

9=Capitals, punctuation, and spacing are consistent most of the time.

8=Capitals, punctuation, and spacing are sometimes used.

7=Capitals, punctuation, and spacing are rarely used.

**IDEAS and PRESENTATION: Writing corresponds to illustration.**

10=Pictures clarify, enrich, and enhance topic.

9=Pictures add descriptive details to topic.

8=Pictures support topic.

7=Pictures connect to a few words.



## Grade-level Application

<http://educationnorthwest.org/traits>

Part 1. Go to "Scored Examples" and peruse the work.

Part 2. Read & score student work that has been distributed to you. Then, compare your scores with your colleague's scores. Are they consistent?



## Library Support

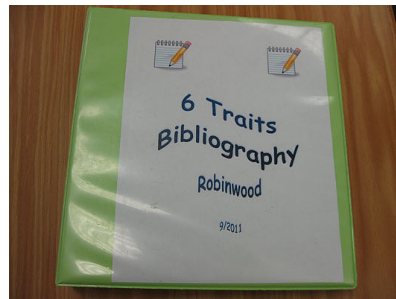


- Search OPAC by copy categories
- Click on Categories
- Select category from list
- Click View to see titles



## Library Support

- Binder with list of titles for each trait located in school library
- Contains district list if you want to borrow from another building





## Works Cited

- Being a Writer Grades K-6*. Oakland: Developmental Studies Center, 2010. Print.
- Culham, Ruth. *6 + 1 Traits of Writing*. New York: Scholastic Professional Books, 2003. Print.
- Doucette, Erin. *6 Traits: A Sensible Approach to Teaching Writing*. 2002.
- Troia, Gary A., Rebecca K. Shankland and Anne Heintz, eds. *Putting Writing Research into Practice*. New York: The Guilford Press, 2010. Print.

